

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)

# Strength- Based Data Collection

Building Class Reviews

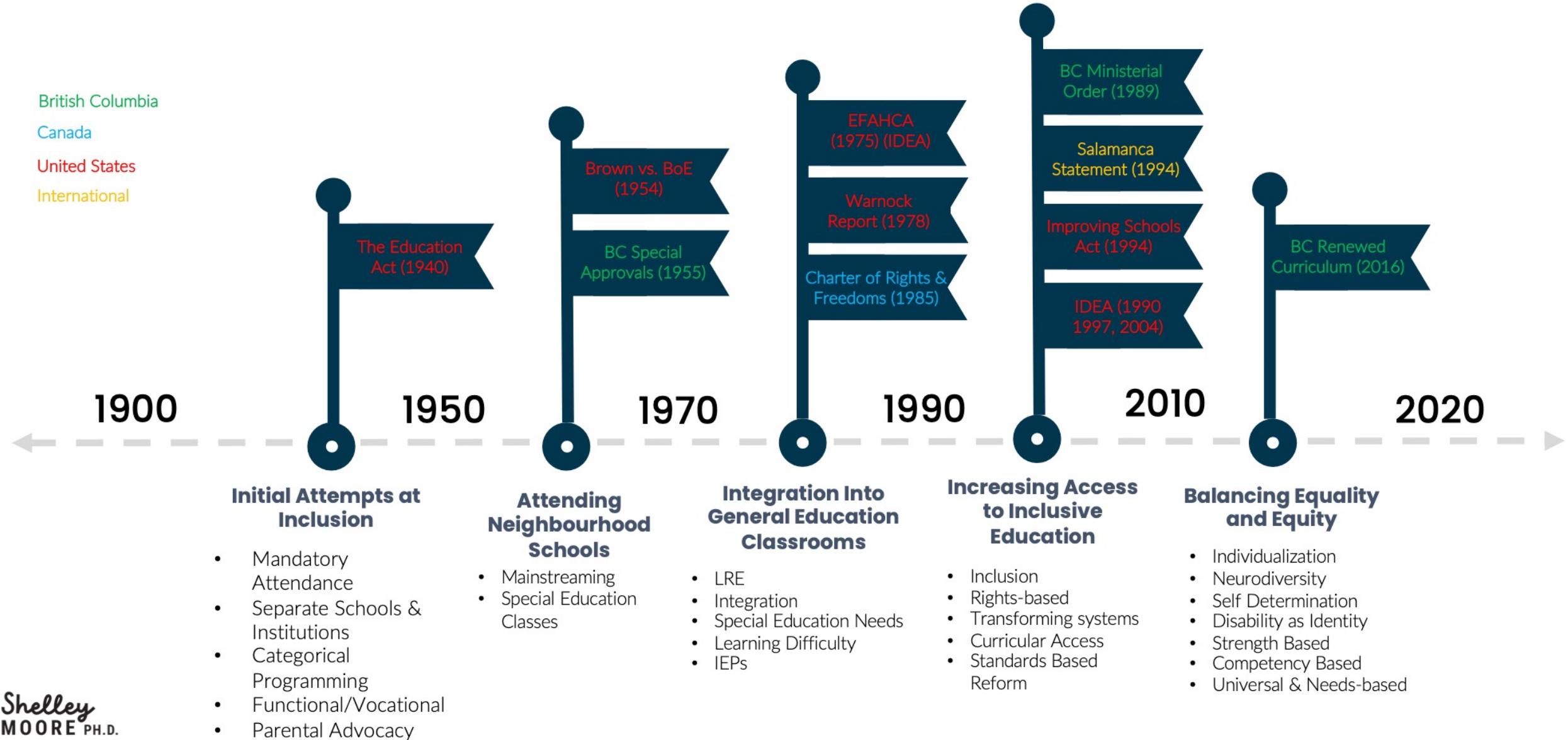
# History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia

Canada

United States

International



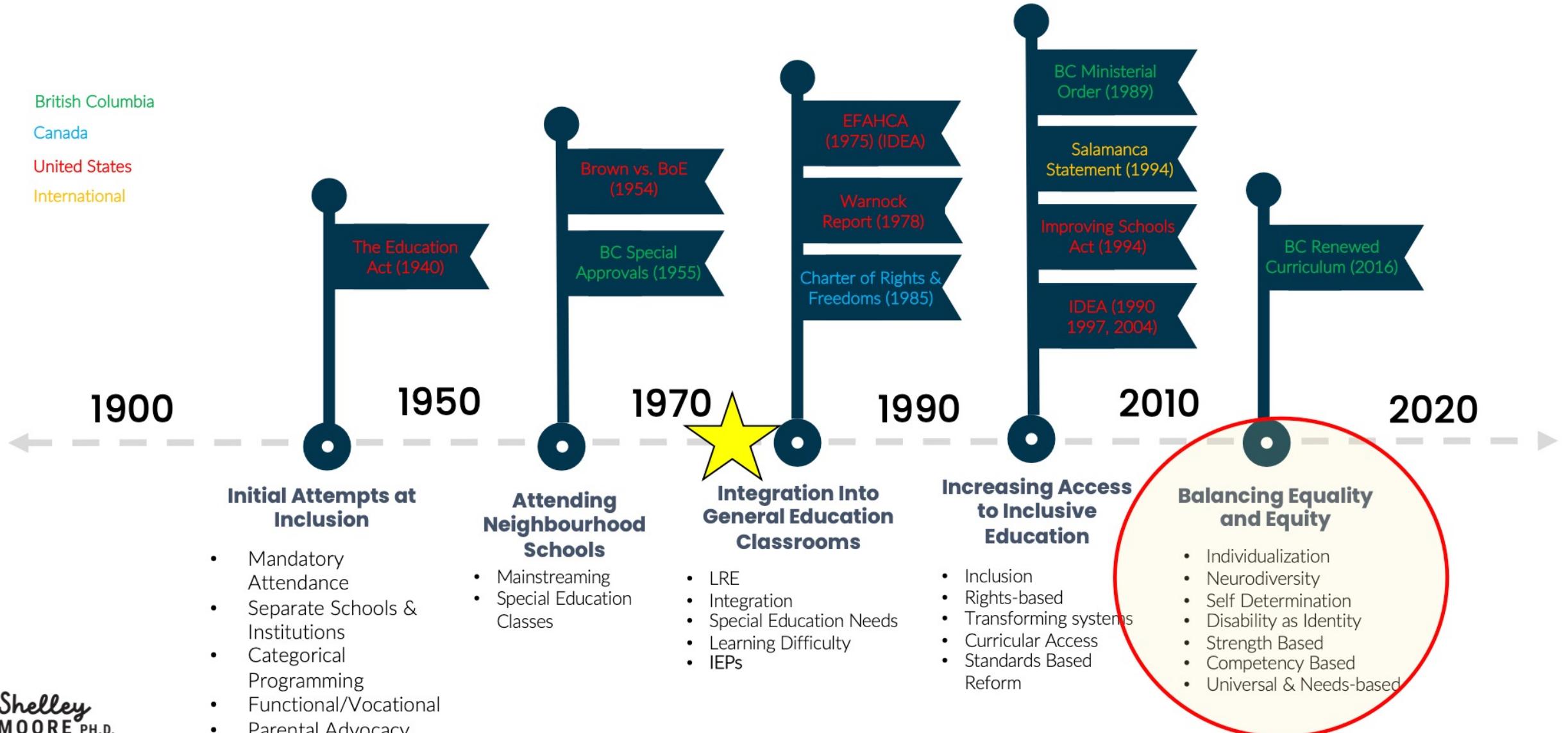
# History & Evolution of Inclusion for Students Intellectual Disabilities

British Columbia

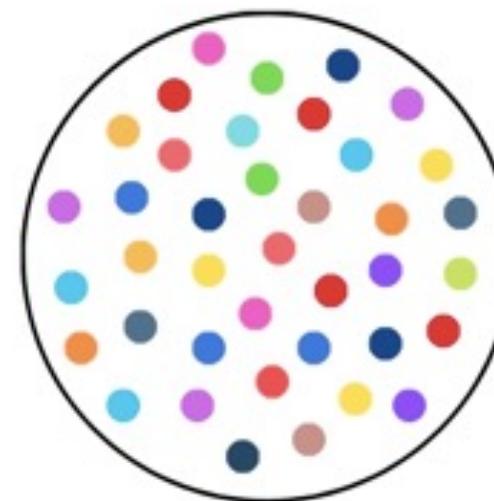
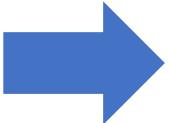
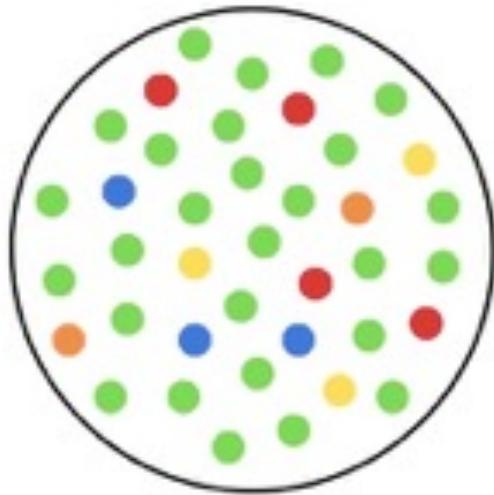
Canada

United States

International



# WHAT IS *inclusion* ?

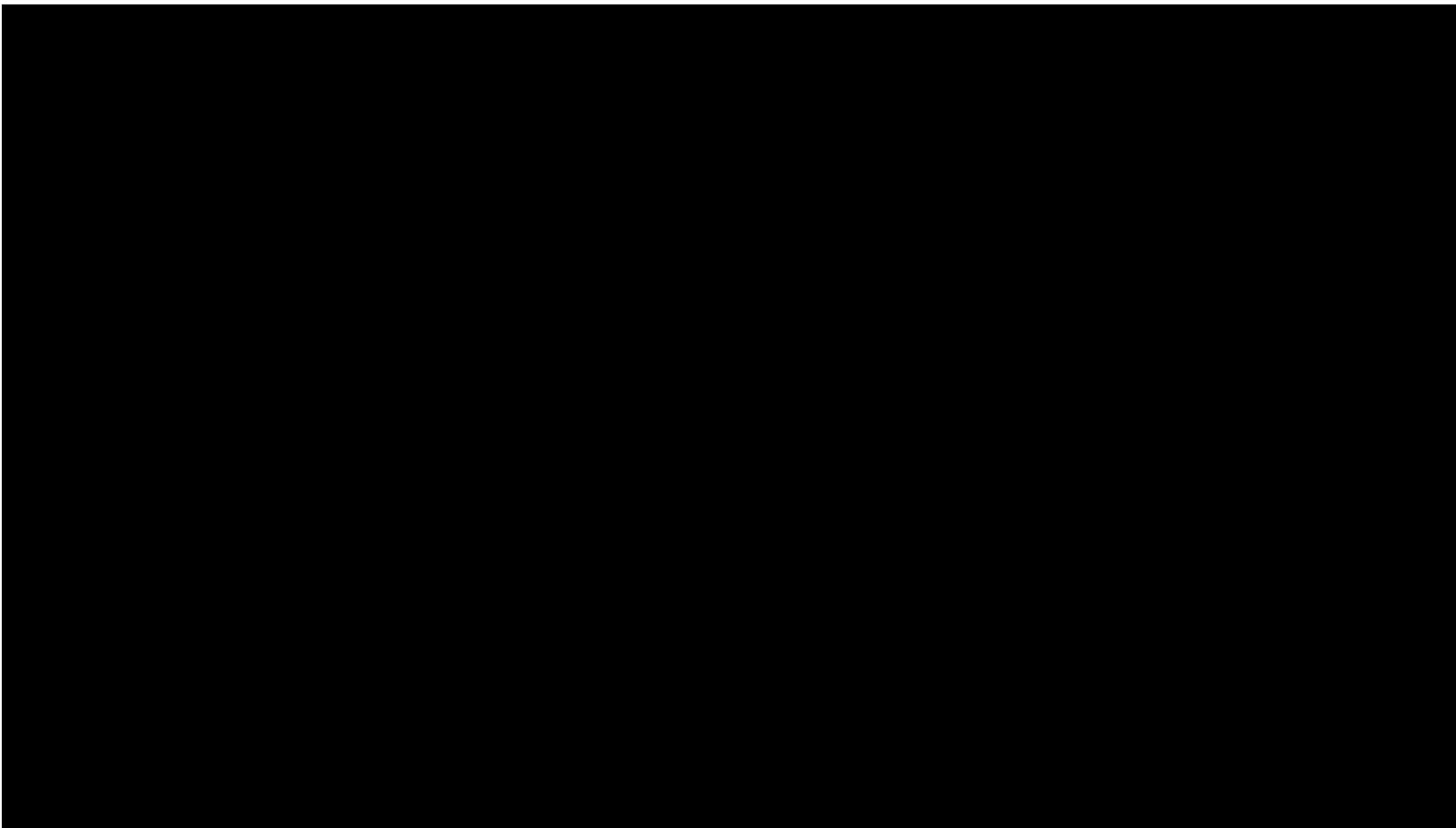


How do we  
*include* people  
with disabilities?

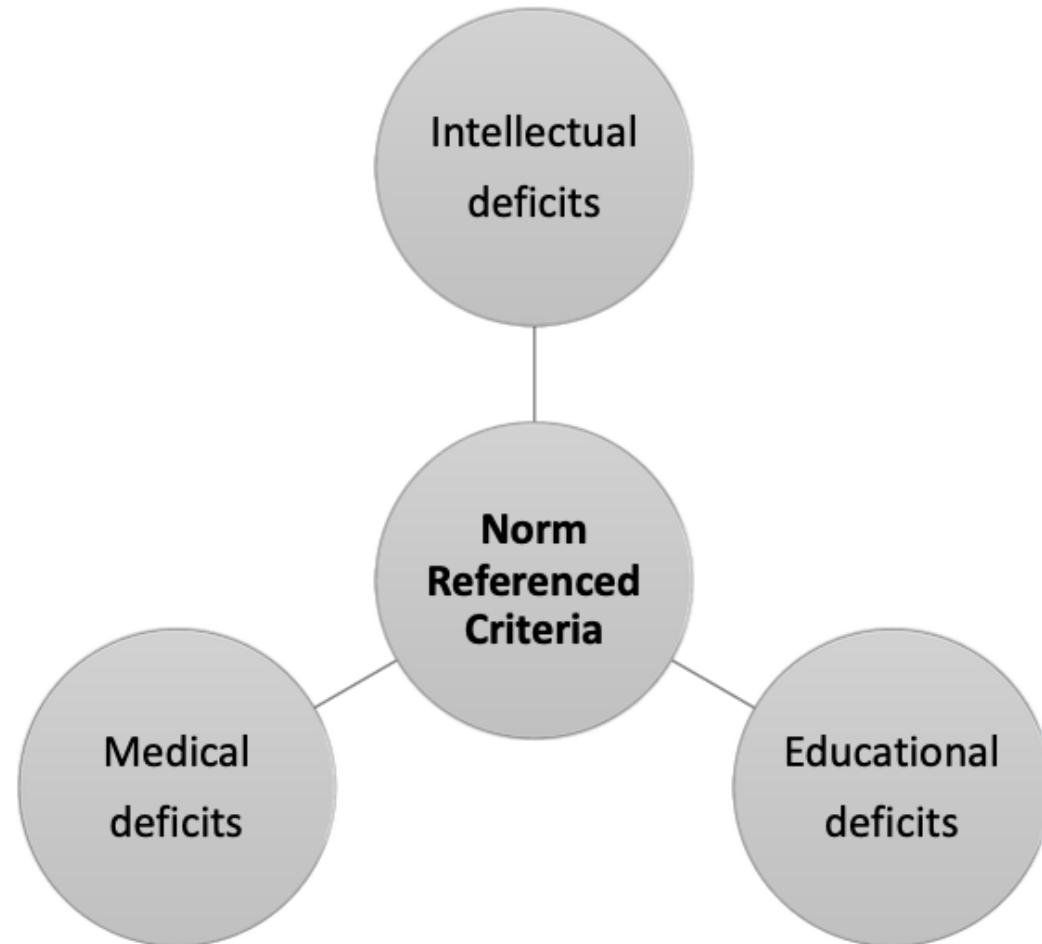
How do we teach  
to *diversity*?

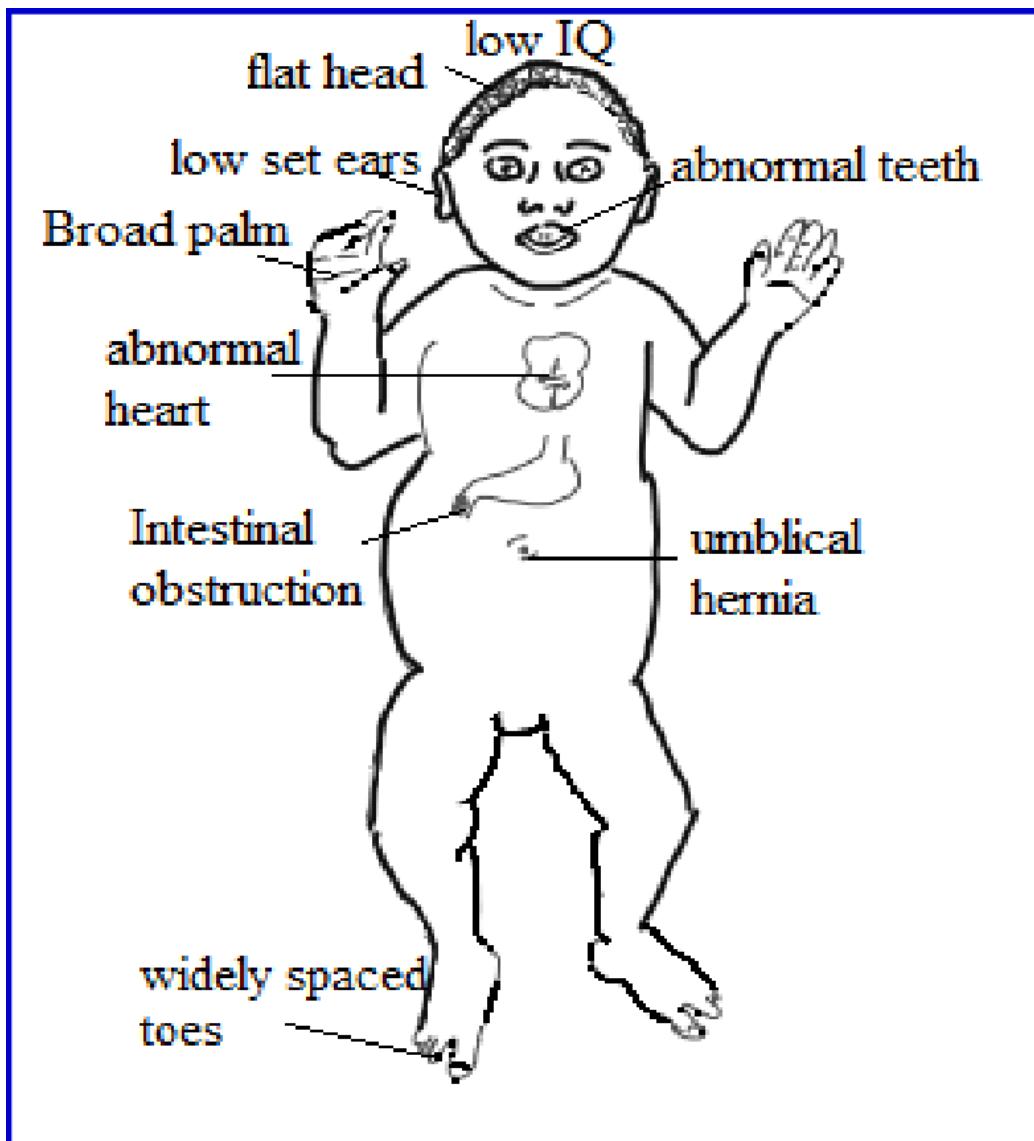
# WHAT IS A *strength-based* PERSPECTIVE?

# WHAT IS A *strength-based* PERSPECTIVE?



# Why are students not often viewed through a **strength-based perspective**?

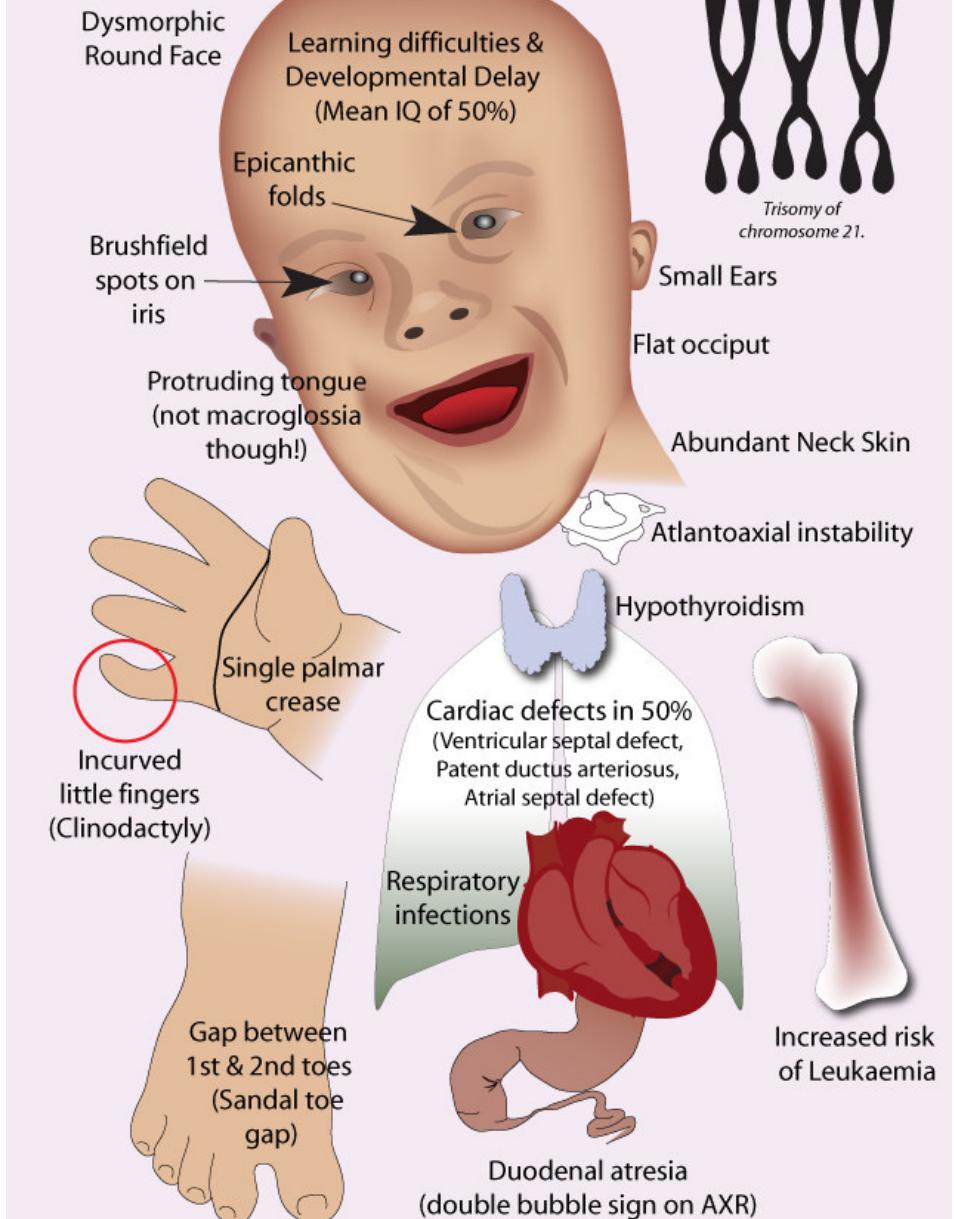




## Down's Syndrome

Trisomy of chromosome 21.

Alzheimer's disease  
can occur.



# A *strength-based* PERSPECTIVE IS...

- Believing that **ANY** and **ALL** students can learn in **ANY** and **ALL** contexts because accessing learning **does not rely on pre-requisites**
- Focusing on what students **CAN do** and where they **COULD be**, instead of what they **CAN'T do** and where they **SHOULD be**
- Build on the strengths of students to **contribute to their communities, teach others** and facilitate a **sense of belonging**
- **Harness the strengths** of students to **build on their stretches**, or get better at things that are hard

# WHY A *strength-based* PERSPECTIVE?



Results in increases in **student learning, achievement** and **quality of life** after school

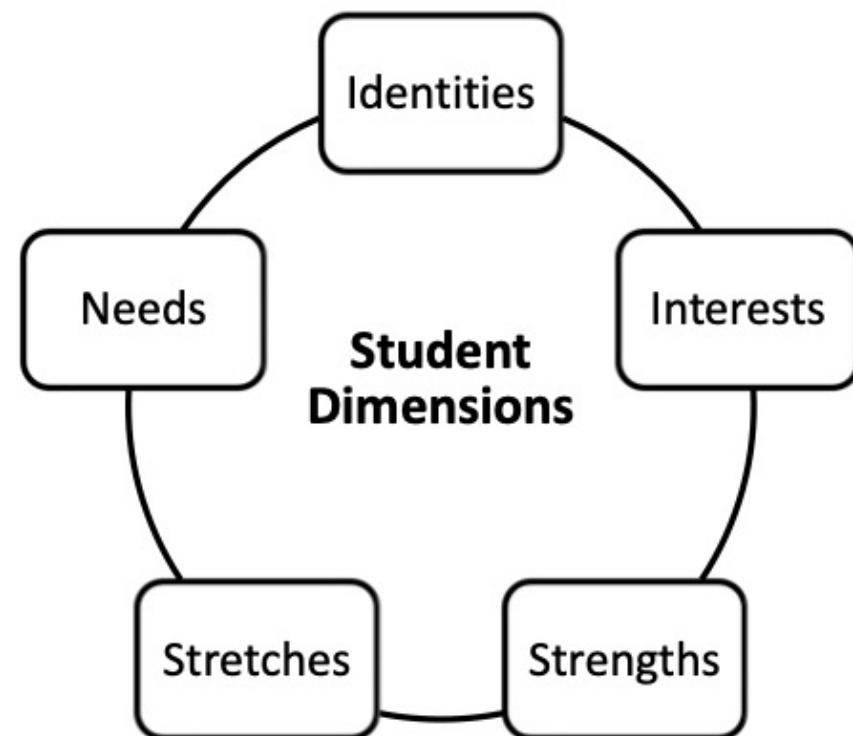
"Even if **we are wrong** about a students' **capabilities** to access and learn grade level curriculum with their peers, **the consequences** of that presumption **being wrong** are **not as dangerous** as not holding high expectations."

-Cheryl Jorgenson

HOW CAN WE  
*shift our practice*  
TOWARDS A  
*strength-based*  
PERSPECTIVE?

# Getting to know who the students are

What dimensions can we capture so that we reduce and eliminate barriers AND design better for student variability?



# Who are you? What are your dimensions?

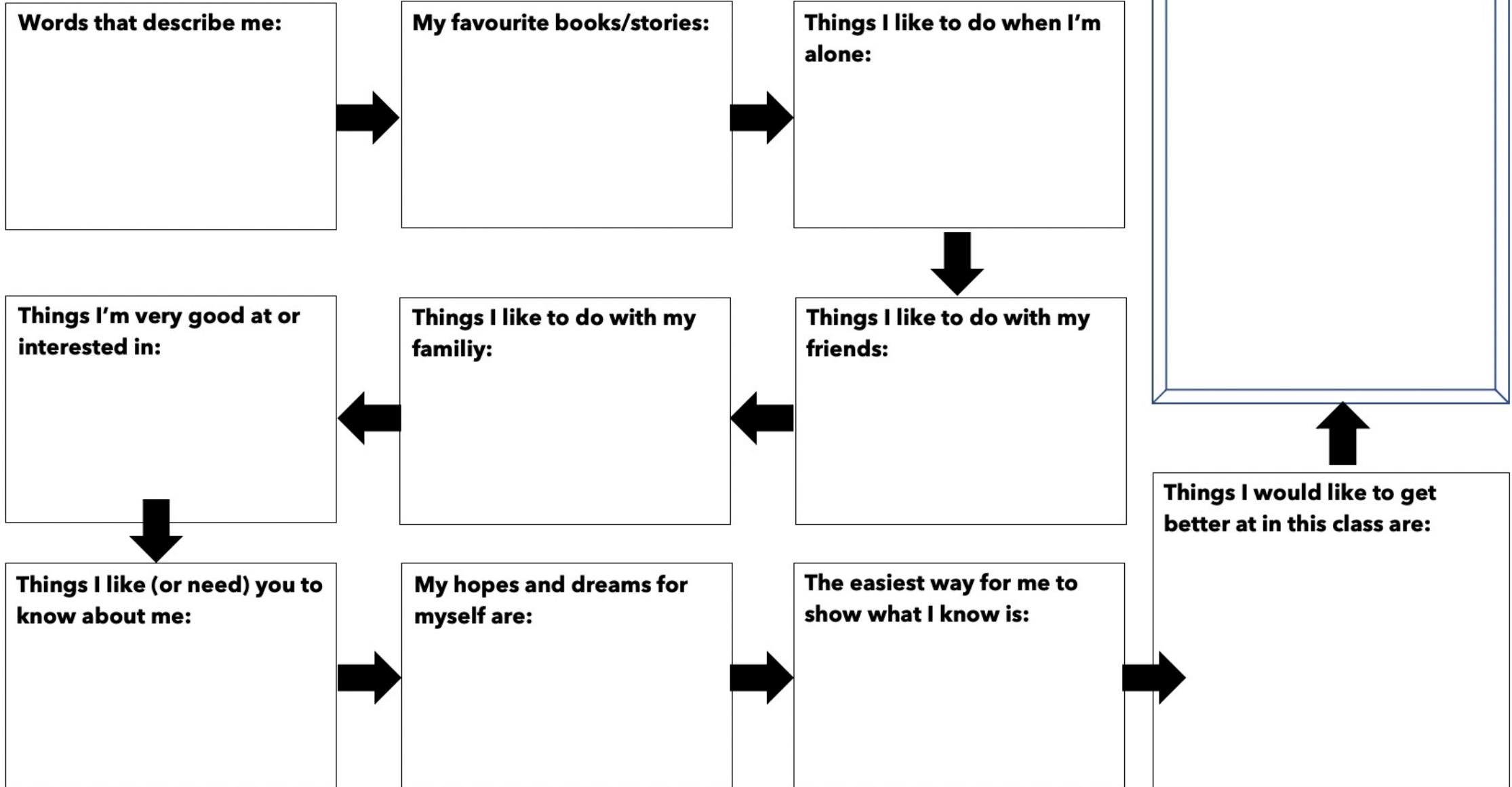
Who am I? (Identities)	What do I love? (Interests)	What am I good at? (Strengths)	How do I want to grow? (Stretches)	What makes it hard for me to grow? (Needs)
<p>How do you identify?</p> <p>What are some words that describe you?</p> <p>Complete the statement: I am _____</p> <p>What communities are you and your family a part of?</p> <p>What are your pronouns?</p> <p>What place do you call home?</p> <p>What languages do you speak?</p> <p>What cultures, races or nations do you identify with?</p> <p>Are there any disabilities that you identify with?</p>	<p>What brings you joy?</p> <p>What are some of your favourite things/ activities?</p> <p>What are some things that you do with your family and friends?</p> <p>What do you wish you could spend more time doing?</p> <p>What do you want to learn more about?</p> <p>What do you want to learn how to do?</p> <p>What would you do if you had a full day off?</p> <p>What do you like to learn/ read about?</p> <p>What kinds of shows/ movies/ books do you like?</p>	<p>What feels easy to you?</p> <p>What do you know a lot about?</p> <p>What perspective do you bring to conversations?</p> <p>What are you really good at?</p> <p>How can I help others? (Strengths)</p> <p>What could you teach to someone else?</p> <p>Why is your family/ class/group so lucky to have you?</p> <p>How do you help out at home? In other activities?</p> <p>What do you do that brings other people joy?</p>	<p>What is a goal that you have for yourself?</p> <p>What do you want to get better at?</p> <p>What is something you want to learn more about?</p> <p>What do you wish you could do more of?</p> <p>What is an area that you need some practice in?</p> <p>What could you work on now, that will help you in the future?</p> <p>What do you need support for at school?</p> <p>What do you wish you could do more of without help?</p>	<p>What makes it hard for you to learn?</p> <p>What helps you learn best?</p> <p>What makes it hard for you to pay attention/ focus?</p> <p>Do you prefer to work alone or in a group?</p> <p>What makes it hard to get to school/ go to class?</p> <p>What do you wish was different about school?</p> <p>What materials/tools do you need in a classroom?</p> <p>What is important for your teacher to know about you?</p>

# Google Form:

<https://forms.gle/6CaTcpW3sSQnQnCp7>

Identities	Interests	Strengths
Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.	Choose at least 3 questions to respond to from this section.
How do you identify?  Your answer	What brings you joy?  Your answer	What feels easy to you?  Your answer
What are some words that describe you?  Your answer	What are some of your favourite things/activities?  Your answer	What do you know a lot about?  Your answer
Complete the statement: I am ...  Your answer	What are some things that you like to do with your family? Your friends?  Your answer	What unique perspective do you bring to conversations?  Your answer
What communities are you and your family a part of?  Your answer	What do you wish you could spend more time doing or learning about?  Your answer	What are you really good at?  Your answer
What are your pro nouns?  Your answer	What would you do if you had a day off?  Your answer	What could you teach to someone else?  Your answer

## **Who am I? Profile**



# Getting to Know Children & Family Dimensions – Family Interview

Child:	Child:	Child:	Child:	Child:
What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?	What are the <b>identities</b> of your child and your family?
What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?	What are the <b>interests</b> of your child and your family?
What are the <b>strengths</b> of your child?				
What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?	What is hard for your child in this community? What do they <b>need support</b> with?
What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?	What is <b>getting in the way</b> for your child to feel a sense of belonging and success in this community? What is getting in the way for the family?

Help us get to know: \_\_\_\_\_

Date: \_\_\_\_\_

Person connected to _____	Identities	Interests	Strengths	Stretches	Needs
Who are you and how do you know _____?	What words would you use to describe _____?  What groups is _____ connected to in their community?	What is _____ interested in?  What do they like to do on their own? With their friends? Family? Community?	What is _____ good at?  What can they teach others?	What is hard for _____?  What do you think _____ wants to get better at?	What does _____ need support with?  What is important for people to know about _____?
Person 1:					
Person 2:					
Person 3:					
Person 4:					

## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
<b>Who are you and how do you know Juni?</b>	What words would you use to describe Juni?  What groups is Juni connected to in their community?	What is Juni interested in?  What do they like to do on their own? With their friends? Family? Community?	What is Juni good at?  What can they teach others?	What is hard for Juni?  What do you think Juni wants to get better at?	What does Juni need support with?  What is important for people to know about Juni?
<b>Person 1: Rita Grandmother</b>	Kind, strong, smart	watching me sew, taking pictures, listening to music	Patience, she notices everything	Waking up! Trying new things	She needs time and patience. If she is upset or frustrated, she needs space
<b>Person 2: Frank Dad</b>	Athletic, joyful, Ukrainian, church	Watching the baking shows , fishing with me	A great listener, being present	Independence, changes in routine	I think she worries a lot; I need others to know that she needs reassurance sometimes
<b>Person 3: Kiran Family Friend</b>	funny	Football! She loves the BC lions, movies, going for walks	making you feel so important, spreads joy, makes everyone laugh	Friendships, spending more time with her peers	Sharing her thinking, communicating. She has come such a long way!
<b>Person 4:Matty Cousin</b>	Fun, we play a lot together	Whale sharks, camping, swimming	Playing with me	Its hard for Juni to talk sometimes, but I know when she likes something, and she likes me	using her iPad to help her talk

## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
<b>Who are you and how do you know Juni?</b>	What words would you use to describe Juni?  What groups is Juni connected to in their community?	What is Juni interested in?  What do they like to do on their own? With their friends? Family? Community?	What is Juni good at?  What can they teach others?	What is hard for Juni?  What do you think Juni wants to get better at?	What does Juni need support with?  What is important for people to know about Juni?
<b>Person 1: Mr. Lopez Classroom Teacher</b>	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
<b>Person 2: Benny Educational Assistant</b>	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
<b>Person 3: Ms. Turner SLP</b>	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
<b>Person 4: Jesse Classmate</b>	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends

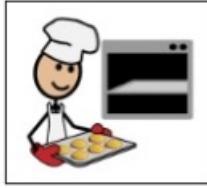
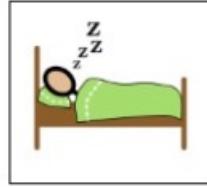
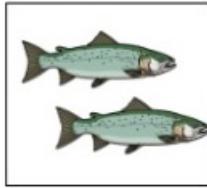
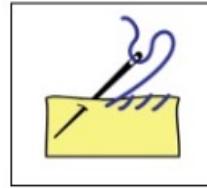
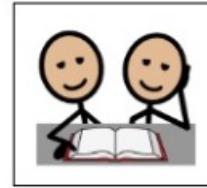
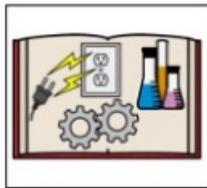
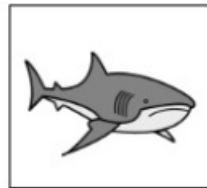
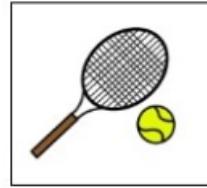
## Help us get to know Juni?

Date: Dec 2022

	Identities	Interests	Strengths	Stretches	Needs
<b>Who are you and how do you know Juni?</b>	What words would you use to describe Juni?  What groups is Juni connected to in their community?	What is Juni interested in?  What do they like to do on their own? With their friends? Family? Community?	What is Juni good at?  What can they teach others?	What is hard for Juni?  What do you think Juni wants to get better at?	What does Juni need support with?  What is important for people to know about Juni?
<b>Person 1: Mr. Lopez Classroom Teacher</b>	Strong, smart, a learner	Getting read to, books, you tube, science	Connecting with her peers	Communicating, independence, asking to help when she needs it	She needs support with her reading (decoding) and her communication with the device
<b>Person 2: Benny Educational Assistant</b>	Funny, curious	Fashion, her friends, books, magazines, her iPad	She knows what she likes and doesn't like and lets us know	Making friends, communicating or using strategies before she gets too frustrated	She needs a chance to rest throughout the day and breaks
<b>Person 3: Ms. Turner SLP</b>	joyful	Sights and sounds around her, being social	Using her iPad to communicate	Building friendships, communicating what she needs	She needs her device available to her, she needs to be around her peers
<b>Person 4: Jesse Classmate</b>	Funny, sometimes she's loud	Playing games, hanging out with her friends	Being happy, making people laugh	I think talking is hard for her	she needs to be around us, her friends



## Building my Student profile: What are my INTERESTS?



<b>Class Review:</b>		<b>School Team:</b>	<b>Date:</b>	
<b>Class Dimensions</b>				
<b>Class Identities</b> Student Perspectives:  Team Perspectives:	<b>Class Interests</b> Student Perspectives:  Team Perspectives:	<b>Classroom Strengths</b> Student Perspectives:  Team Perspectives:	<b>Classroom Stretches</b> Student Perspectives:  Team Perspectives:	
<b>Class Needs</b>				
<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>	<b>Need:</b>
<b>Team Goals</b>				
<b>Some big questions and/or goals that we have for this class:</b>				
<b>Team Reflections &amp; Decisions</b>				
<b>What works well for this class?</b>		<b>What else can we do to reduce barriers for this class?</b>		

Class Review:		School Team:	Date:	
<b>Class Dimensions</b>				
Class Identities	Class Interests	Classroom Strengths	Classroom Stretches	
<b>Student Dimensions</b>				
<b>Class Needs</b>				
Need:	Need:	Need:	Need:	Need:
<b>Team Goals</b>				
<b>Some big questions and/or goals that we have for this class:</b>				
<b>Team Reflections &amp; Decisions</b>				
What works well for this class?		What else can we do to reduce barriers for this class?		

## We can plan for our students by getting to know their dimensions:

**Identities**

Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian  
 Disability: Autism, Intellectual Disability  
 Language: Mixtec, Punjabi, English, Spanish  
 SOGI: 10B /10G  
 Family: only children, large families, adopted, immigrant families

**Interests**

Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy

**Strengths**

Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How do we address a large academic spread?
- How do we support a range of readers?
- How do we manage challenging behaviours?

## Some goals we have for this class:

- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour

## We can respond to student dimensions by targeting specific core competencies

## Strength areas:

Social Awareness & Responsibility  
 Creative Thinking

## Stretch areas:

Problem Solving  
 Communication

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings

## What do we still want to try:

- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed
- Create an inclusive curricular unit plan

## We can respond to student dimensions by determining and prioritizing individual needs:

Need: Executive Functioning (task initiation, sequencing)  
 AM, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)\*  
CT, EB, AR

Need: Self Regulation (Emotional) \*  
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety\*  
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)\*  
AB, EB, HB, AR, PS, CT, EW, MJ

\* Also an IEP Need Area

## We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches
<b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families	Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, rugby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions, open to learning different perspectives, love being outside, helping others	Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions, writing, decision making, taking risks, dealing with anxiety, being quiet when asked.

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

## Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To learn that its ok to make mistakes and try again

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

## What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding ways to build self esteem and self confidence

## We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))

Need: Organization  
Everyone

Need: Social Skills  
LB, HS, WS, CA, , JM

Need: Transitions  
LB, HS, WS, CA,,JM, everyone

Need: Language and Reading  
LB, HS, WS, CA,JM

Need: SEL and Self regulation  
LB, HS,WS,CA,JM, Everyone

\* Also an IEP Need Area

Class Review:

School Team:

Date:

### Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

## Student Dimensions



### Class Needs

Need:

Need:

Need:

Need:

Need:

## Prioritized Needs to Target



### Team Goals

Some big questions and/or goals that we have for this class:

### Team Reflections & Decisions

What works well for this class?

What else can we do to reduce barriers for this class?

# Reducing Barriers



## Supporting Needs

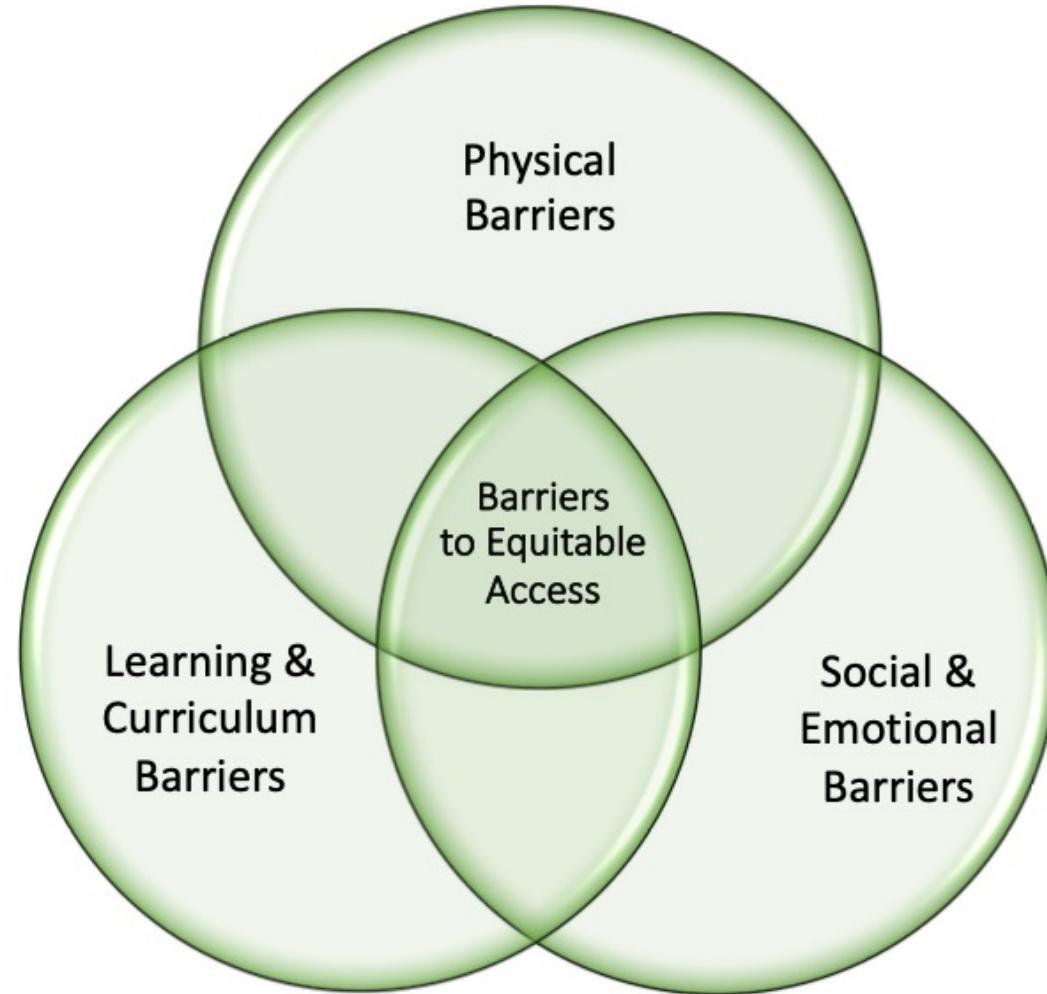
# What are needs?



Shelley  
MOORE PH.D.

# Increasing Inclusive & Equitable Access by Designing for Individual Needs

- Attention
- Anxiety
- Communication (receptive)
- Communication (expressive)
- Eating/Food
- Engagement/Motivation
- Executive functioning
- Family/community and/or identity
- Frustration/ Anger
- Grief/ Trauma
- Gross and/or Fine motor
- Intellectual ability (access)
- Intellectual ability (challenge)



- Language
- Literacy (decoding)
- Literacy (understanding)
- Literacy (written output)
- Literacy (Speaking/ oral language)
- Medical
- Memory
- Numeracy
- Personal Care
- Physical/Mobility
- Self Advocacy
- Self Regulation (emotional)
- Self Regulation (behavioural)
- Self Regulation (learning)
- Self Esteem
- Self Harm
- Sensory
- Social Skills
- Transitioning
- Vision and/or hearing

## Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom:

Classroom Teacher(s):

Support Teachers/Staff:

Date:

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Grief/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

### Classroom Support Plan: Need Based Reflection

Target Classroom: Gr. 8 Humanities

Classroom Teacher(s): M.B.

Date: Fall 2022

1. Look at the following areas of need as a school team (classroom teacher, support teacher, outside/community consultants, educational assistants, etc.)
2. Record needs from student IEP (Individual Education Plan) and/or LSP (Learner Support Plan)
3. You can refer to individual assessments & recommendations as well as specific areas of expertise to determine need(s) (e.g., SLP, OT, D/H Teacher etc.)
4. Decide which additional needs are affecting learning in the classroom (needs can reflect one or more students but are not disabilities. For example, "Autism" is not a need)
5. Prioritize needs for development of classroom support plan

Areas of Need <b>AB - G, Q, H AD - Q JR, MH, PR, MP, MB FP, KP, SS, ST</b>	This is an IEP/LSP needs based area	Our classroom community needs support for this <b>immediately</b>	Our classroom community needs support for this <b>soon</b>	Our classroom community <b>does not need support</b> for this right now
Anger or Frustration	<b>AB, SS</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anxiety	<b>AB, AD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Articulation	<b>AD, FP</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attendance	<b>AD, FP, ST</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assistive Technology	<b>AB</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Attention	<b>AB, AD, KP</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying	<b>AB</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Central Auditory Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>	<b>AB, AD</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression/Sadness	<b>AB, ST</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eating/ Food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional Regulation	<b>AB, KP</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Skills	<b>SS</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engagement/ Motivation	<b>AB, AD</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Executive Functioning	<b>FP, ST, SS</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief Management	<b>AB, ST</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gross Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identity	<b>AB, AD</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Ability	<b>AD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Listening Comprehension	<b>AD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Low Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory	<b>AD</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental Health	<b>AB, ST</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Metacognition</b>	<b>AB, ST, KP</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from [www.speced.ca](http://www.speced.ca)

Non-Verbal Reasoning	FP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>	<b>AB, AD, FP, KP</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Care	<b>AB</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Safety	<b>AB</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Phonological Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processing Speed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self Esteem</b>	<b>AB, AD, KP</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self- Advocacy	FP, SS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Harm/ Suicide Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Regulation	<b>AB, AD</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sequencing	FP	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Social Skills	<b>AB</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Substance Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Initiation</b>	<b>AB, AD, KP, SS</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<b>AB, AD, KP</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition	<b>AB</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual-Motor Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Spatial Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the priority needs for this class?	What additional needs are impacting learning?
<ol style="list-style-type: none"> <li>1. Metacognition</li> <li>2. Organization</li> <li>3. Self Esteem</li> <li>4. Task Initiation</li> <li>5. Communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Anxiety</li> <li>2. Intellectual ability</li> <li>3. Mental health</li> <li>4. Personal safety</li> <li>5. Social skills</li> </ol>

Areas of Need School Team Reflection

S. Moore, 2022 - Adapted from [www.speced.ca](http://www.speced.ca)

Class Review for: Grade 2

School: BG Elementary

Date: Fall 2022

## We can plan for our students by getting to know their dimensions:

**Identities**

Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian  
 Disability: Autism, Intellectual Disability  
 Language: Mixtec, Punjabi, English, Spanish  
 SOGI: 10B /10G  
 Family: only children, large families, adopted, immigrant families

**Interests**

Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy

**Strengths**

Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How do we address a large academic spread?
- How do we support a range of readers?
- How do we manage challenging behaviours?

## Some goals we have for this class:

- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour

## We can respond to student dimensions by targeting specific core competencies

## Strength areas:

Social Awareness & Responsibility  
 Creative Thinking

## Stretch areas:

Problem Solving  
 Communication

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings

## What do we still want to try:

- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed
- Create an inclusive curricular unit plan

## We can respond to student dimensions by determining and prioritizing individual needs:

Need: Executive Functioning (task initiation, sequencing)  
 AM, AB, EB, AR, JR, PS, LT, CT

Need: Communication (Expressive)\*  
CT, EB, AR

Need: Self Regulation (Emotional) \*  
 AA, AB, EB, HB, AR, PS, LT, CT

Need: Anxiety\*  
 PS, LT, CT, EW, MJ, FT, IO

Need: Social Skills (Problem Solving)\*  
AB, EB, HB, AR, PS, CT, EW, MJ

\* Also an IEP Need Area

## We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches
<b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families	<b>Interests</b> Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	<b>Strengths</b> Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions, open to learning different perspectives, love being outside, helping others	<b>Stretches</b> Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions, writing, decision making, taking risks, dealing with anxiety, being quiet when asked.

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

## Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To learn that its ok to make mistakes and try again

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

## What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding ways to build self esteem and self confidence

## We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))

Need: Organization  
Everyone

Need: Social Skills  
LB, HS, WS, CA, , JM

Need: Transitions  
LB, HS, WS, CA,,JM, everyone

Need: Language and Reading  
LB, HS, WS, CA,JM

Need: SEL and Self regulation  
LB, HS,WS,CA,JM, Everyone

\* Also an IEP Need Area

Class Review:

School Team:

Date:

### Class Dimensions

Class Identities

Class Interests

Classroom Strengths

Classroom Stretches

## Student Dimensions



### Class Needs

Need:

Need:

Need:

Need:

Need:

## Prioritized Needs to Target



### Team Goals

Some big questions and/or goals that we have for this class:



## Collaborative Team Goals

What works well for this class?

What else can we do to reduce barriers for this class?

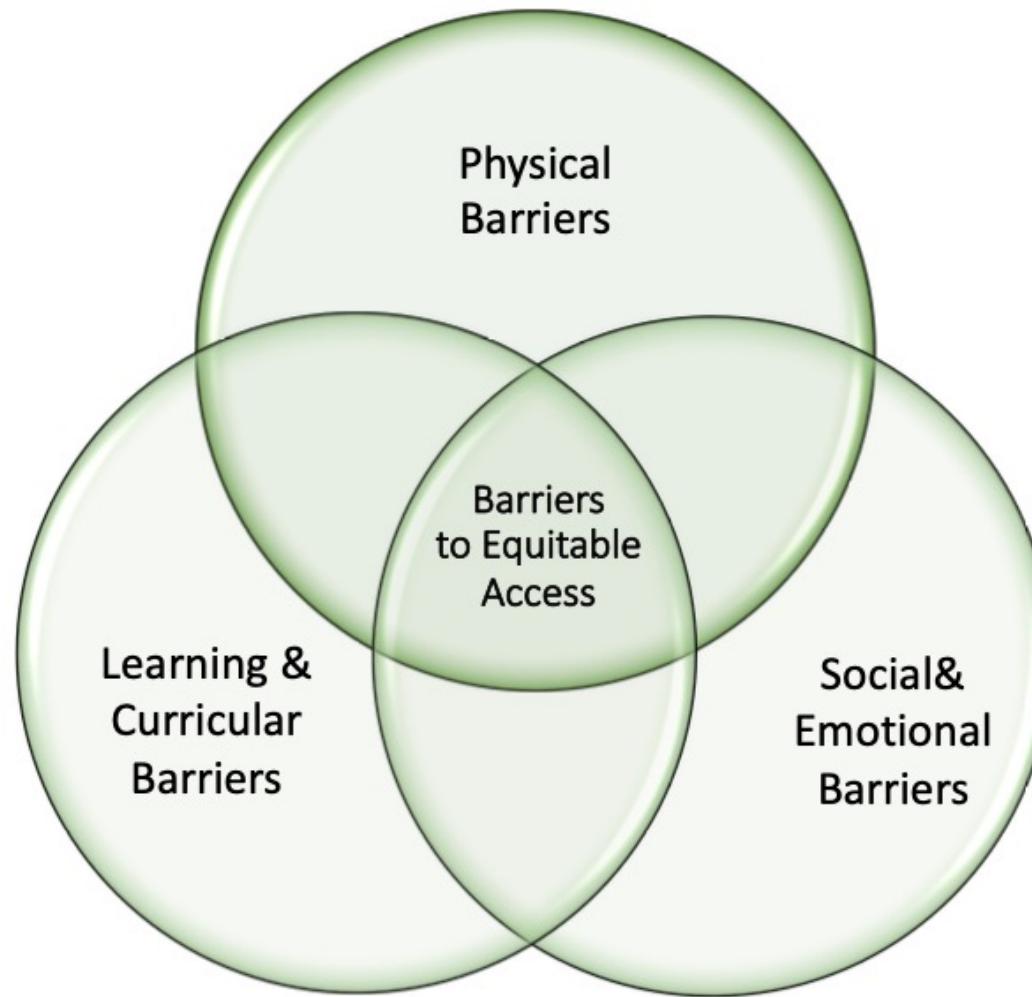


## Collaborative Team Decisions

# What are barriers?



# Increasing Inclusive & Equitable Access by Reducing and Eliminating Barriers



# Examples of Initiatives that Reduce Barriers for ALL

Culturally Responsive Practices

Trauma Sensitive Instruction

SEL

Universal Design for Learning

Accessible Playgrounds

Restorative Justice Practices

Mind Up/ Zones of Regulation Etc.

Inquiry

Core Competencies

UDL

School Lunch Programs

Physical Barriers

Learning & Curricular Barriers

Barriers to Equitable Access

Social & Emotional Barriers

Standards Based Assessment

Needs Based Design

Positive Behaviour Supports

Student Voice

Strength Based Perspectives

Learning Continuums

Land-Based Learning

Differentiated Instruction & Curriculum

Class Review for: Grade 2

School: BG Elementary

Date: Fall 2022

## We can plan for our students by getting to know their dimensions:

**Identities**

Culture/Race: Indo-Canadian, Mexican, Marshallese, Caucasian  
 Disability: Autism, Intellectual Disability  
 Language: Mixtec, Punjabi, English, Spanish  
 SOGI: 10B /10G  
 Family: only children, large families, adopted, immigrant families

**Interests**

Art, hands on activities, outdoor time, listen to stories, free choice, centre time, performances, builders, Lego, crafting, drawing, want to be at school, athletes, artists, outdoorsy

**Strengths**

Students are lively, fun, never bored, they like and support each other, are kind, creative, drawing, working together, supporting and helping each other, encourage each other, love learning, flexible, persuasive, a group that is very independent, persevere, kind, work hard, coping - showing a lot growth

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How do we address a large academic spread?
- How do we support a range of readers?
- How do we manage challenging behaviours?

## Some goals we have for this class:

- Improve listening skills, develop social skills, using words to solve their problems, develop reading/writing skills, teach them to regulate their behaviour

## We can respond to student dimensions by targeting specific core competencies

## Strength areas:

Social Awareness & Responsibility  
 Creative Thinking

## Stretch areas:

Problem Solving  
 Communication

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

Having a clear schedule of the day, ready/do/done, organization strategies (book bins for the week), math manipulatives, individual, white boards, check in mornings

## What do we still want to try:

- Adjusting the classroom layout to include some calm down spaces, allow students to take breaks when needed
- Create an inclusive curricular unit plan

## We can respond to student dimensions by determining and prioritizing individual needs:

**Need: Executive Functioning (task initiation, sequencing)**  
 AM, AB, EB, AR, JR, PS, LT, CT

**Need: Communication (Expressive) \***  
CT, EB, AR

**Need: Self Regulation (Emotional) \***  
 AA, AB, EB, HB, AR, PS, LT, CT

**Need: Anxiety\***  
 PS, LT, CT, EW, MJ, FT, IO

**Need: Social Skills (Problem Solving) \***  
AB, EB, HB, AR, PS, CT, EW, MJ

\* Also an IEP Need Area

## We can plan for our students by getting to know their dimensions:

Identities	Interests	Strengths	Stretches
<b>Culture/Race:</b> Canadian, Indigenous, American, Philippines <b>Disability:</b> Autism, ADHD Intellectual Disability, Behavioral, Learning Disability <b>Language:</b> English, French, Filipino <b>SOGI:</b> 12 identify as F, 16 identify as M <b>Family:</b> Rural families, large families, x generation families, mixed and blended families, international families, farming and forestry families	<b>Interests</b> Outdoors, dirt biking, hunting, horses, art, music, reading, football, hockey, volleyball, soccer, ruby, painting, cooking, computers, gaming, movies, band, agriculture, farming,	<b>Strengths</b> Kind hearted, help take care of class pet Gizmo, love hands on activities, athletic, competitive, artistic, inquiry learning, asking questions, open to learning different perspectives, love being outside, helping others	<b>Stretches</b> Listening when others are speaking, self-regulation, coming to class prepared, transitions, following directions, writing, decision making, taking risks, dealing with anxiety, being quiet when asked.

## Based on student dimensions we can ask questions and set some goals:

## Some questions we have about this class:

- How can we create a learning environment to meet everyone's needs and goals
- How can we learn self regulation and ways to deal with anxiety and stress
- How can we incorporate more hands on learning and inquiry based learning given time and resource restraints
- How can we incorporate more of the Indigenous principals of learning

## Some goals we have for this class:

- To be open to try new things
- To build self confidence and self esteem
- To learn that its ok to make mistakes and try again

## We can respond to student dimensions by reducing and eliminating barriers for everyone:

## What have we tried that is working:

- Student choice
- Games and visuals to help learning
- Outdoor land based learning
- Reward system for positive behavior
- Creating a safe and inclusive classroom environment where all learners are welcomed

## What do we still want to try:

- Incorporating more SEL strategies in the classroom to help support all learners
- Build a more needs based classroom to help support all learners
- Teach self regulation skills and strategies
- Finding ways to build self esteem and self confidence

## We can respond to student dimensions by determining and prioritizing individual needs: (This is based on Student IEPs, observations made by Ms. Hinz (Class teacher) and help from Ms. Wall (Class EA))

Need: Organization  
Everyone

Need: Social Skills  
LB, HS, WS, CA, , JM

Need: Transitions  
LB, HS, WS, CA,,JM, everyone

Need: Language and Reading  
LB, HS, WS, CA,JM

Need: SEL and Self regulation  
LB, HS,WS,CA,JM, Everyone

\* Also an IEP Need Area

# What's next for you?

- **What is one useful idea?**
- **What is one thing you want to try?**
- **What is one thing you want to think about?**
- **What is one thing you want to learn more about?**
- **What is one thing you want to share with someone who is not here today?**

**Its not about changing everything, its about changing something.**

# Shelley MOORE PH.D.



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



[www.fivemooreminutes.com](http://www.fivemooreminutes.com)

[www.blogsomemoore.com](http://www.blogsomemoore.com)